

California Blue Ribbon IEP Task Force

2. Identify Needed Improvement to Strengthen the IEP Process

Barrier	# of Points
Lack of consistency across the state/Lack of IEP template	18
Lack of funds	13
Coordination of services/agencies	12
Transition planning – Between levels and a secondary level	12
Qualified quality staff	12
Lack of training for parents, teachers, administrators, and school staff	10
Perceived compliance and best practices	10
Clear, articulate list of appropriate accommodations/modifications that are listed by specific disability (menu of strategies for teachers to tie to the regular classroom.	6
Resources, including people	5
Cultural sensitivity	5
Recruitment and retention of special education teachers	5
Lack of support systems – Teachers and parents	4
Lack of IEP goals/objectives and lack of connection to the classroom	3
Unrealistic class size/caseload (general education, specialist, blending of programs, range of disabilities)	3
Appropriate assessment – Related to general curriculum, data over time	3
Inappropriate expectations	
Inconsistent leadership	2
Lack of cooperation from some general education	2
LRE – Not considered to the maximum prior to more restrictive environment	2
What supports and services are needed to “all or nothing”	2
Unless you know to ask, you don't get it.	2
Availability of alternate diplomas (e.g., when is an A an A; report card options, grades)	2
Different forms	2
Clear definition of what is reasonable opportunity for learning (Cadillac or Chevy)	2
Excessive paperwork	2
Student involvement	2
Discipline issues	1
Languages other than English	1
Excellent information coming out of a variety of taskforces and committees, but not reaching classroom teachers.	1
IEPs that are not linked to state standards.	1
Lack of certification/licensing of advocates	1
Lack of peer tutors/peer tutor training (students helping students)	1
Competition for \$/categorical issues	1
Lack of team feeling/effort	1
Other:	
Manipulation of IEP team/process by administrators	
Failure to provide assistive technology	
Shared responsibility	
Recalcitrant Staff	
Lack of supervision	
Lack of professional development	

Barrier	# of Points
Exhaustion and burnout because of paperwork	
Adversarial environment	
Unrealistic visions – All parties	
Lack of understanding	
Lack of agency collaboration	
“Defensiveness” by team members	
“Move forward” approach	
Some teachers/providers lack background in learning	
At the secondary level—teach curriculum vs. individual students	
Site administrators lack “responsibility” for all kids (Combine KPI and API)	
Facilities	
Advocates/lawyers in IEP process causing IEP meetings to go to 4-6 hours.	
Non-inclusive schools	
Class size	
Circumvent mediation/fair hearing process to avoid litigation	
Size of state/diversity of state	
Difficult process – Parents/child told “think big’ vs. realities	
Difficulties in definitions	
Lack of certificated personnel system including special education, general education, aides, and administrators	
Inequity of family resources, time, facilities, technology, etc.	
Qualified staff shortages	
Communication/relationship skills	
Division between general and special education	
Compliance regulations	
Preparation of general teachers regarding special education	
Adequate preparation for special education teachers	
Incomplete IEP teams	
General education	
IEP meeting is stressful for parents.	
Lack of time for collaboration	
Getting everyone on the “same page’ – IEP as a conversation, not a series of reports	
Family dynamics	
Determining appropriate accommodations	